

# PORT OF ECHUCA DISCOVERY CENTRE LEVEL FIVE



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PORT OF ECHUCA  
DISCOVERY CENTRE

# LEVEL FIVE

## ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



### LEVEL FIVE

**KEY QUESTION:** Why is The Wharf where it is? How did it become established and what has impacted on its growth and development?

#### LEVEL FOCUS

Historical knowledge & understanding - **The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095).**

Historical skills - historical questions and research - **Identify questions to inform an historical inquiry (ACHHS100) - developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?')**

#### LINKS TO OTHER CURRICULUM AREAS:

##### GEOGRAPHY:

**The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030).**

##### ENGLISH:

**Literacy - Interacting with others: Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700).**

**Creating texts: Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704).**

##### SCIENCE:

**Biological science - Living things have structural features and adaptations that help them to survive in their environment (ACSSU043).**



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### WHY THIS UNIT?

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns. These concepts may be investigated within a particular historical context (Advent of rail and its impact on Echuca/Moama) to facilitate an understanding of the past and to provide a focus for historical inquiries.

### KEY CONCEPTS

The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

- What do we know about the lives of people in Australia's colonial past in Echuca / Moama and how do we know?
- How did Echuca / Moama develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Echuca / Moama?

### KEY VOCABULARY:

Colony, rail, development, environment, river, paddle steamer, cargo, freight, Murray Darling Basin, Native fish strategy, flood, sustainable, impact, organisms, living things, industry, population, growth, primary sources, secondary sources.

\* The model presented below is an adaptation of the Kath Murdoch Inquiry model.

An inquiry process is a students' own journey from known knowledge to new discoveries... these tasks are prompts for guiding students through the inquiry, they should not be locked in so that students can not make their own path.

### TUNING IN: (PRIOR KNOWLEDGE - IDEALLY STARTED BEFORE VISIT)

HISTORY	ENGLISH	GEOGRAPHY	SCIENCE
Brainstorm with students what they already know about Port of Echuca, what the previous uses for The Port of Echuca Discovery Centre were, prior to tourism. Develop individual / shared questions about The Port of Echuca Discovery Centre /wharf.	Develop a success criteria for an oral presentation. Students could create their own plan for their presentation. List sources students could use to locate information about The Port of Echuca Discovery Centre. Identify different ways students could present their findings about the advent of rail in Echuca / Moama and the use of paddle steamers. Begin a word wall of key vocabulary. Three possible inquiry questions to report on: 1. What year did railway come to Echuca? 2. Why was rail an important industry to the area? 3. How did the railway affect population growth?	What is a flood? Discuss with students the causes and the possible impact on communities. Locate images of floods and human impact statements-guest speaker. Develop questions to investigate at visit to The Port of Echuca Discovery Centre.	What living things can be found in the Murray River? What may impact on their survival? Create a KWL chart (supplied) about living organisms in the Murray River at Echuca.



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## ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



### FINDING OUT: (POSING QUESTIONS AND SEEKING ANSWERS - DURING VISIT)

HISTORY	ENGLISH	GEOGRAPHY	SCIENCE
<p>View the advent of rail display at The Port of Echuca Discovery Centre. What information can students gather about how the development of rail impacted on the development of the region?</p> <p>Use a graphic organiser (supplied) to record findings.</p> <p>Investigate other displays at The Port of Echuca Discovery Centre - what other sources will help students locate information to answer their wonderings? Add to the graphic organiser.</p>	<p>Students check their oral presentation plan- what questions did students need to answer? What key / technical vocabulary can they locate for their presentation?</p>	<p>Spend time locating information at The Port of Echuca Discovery Centre about floods that have occurred at the Port. Record information on a graphic organiser (supplied)</p> <p>What evidence (primary or secondary sources) can be found about the impact of these floods?</p>	<p>What is the Murray Darling Basin?</p> <p>Explore the Native fish strategy. How does this impact on the future of river creatures and their survival?</p>

### SORTING OUT: (CLARIFYING ANSWERS, DECIDING WHAT INFORMATION IS RELEVANT - AFTER VISIT)

HISTORY	ENGLISH	GEOGRAPHY	SCIENCE
<p>Complete a SWOT analysis graphic organiser to sort information gathered. What is still unanswered and where can students locate those answers? What new questions do they have to explore?</p>	<p>Complete A Handy flowchart graphic organiser to organise information gathered.</p> <p>Refer back to the success criteria for oral presentations... have students got all the information they need?</p>	<p>Use 5W's &amp; How graphic organiser (supplied) to organise information. 'How' is important as students need to reflect on the impact on the floods in the area.</p> <p>Make sure students have every opportunity to answer any of their wonderings...do they have any new wonderings?</p>	<p>What other information do students still need? What information did they find that is not required to answer their wonderings?</p>

### GOING FURTHER: (HOW ARE WE GOING TO SHARE OUR UNDERSTANDINGS WITH OTHERS?)

HISTORY	ENGLISH	GEOGRAPHY	SCIENCE
<p>Draw upon student learning styles to allow them to present their understanding and new learning in a way that is meaningful to them.</p> <p>(Refer to Multiple intelligences strategies for prompts for students)</p>	<p>Prepare your oral presentation- what visual cues can you make to support your presentation? (ICT, visual arts etc)</p>	<p>Draw upon student learning styles to allow them to present their understanding and new learning in a way that is meaningful to them.</p> <p>(Refer to Multiple intelligences strategies for prompts for students)</p>	<p>How can you share your investigations with others? How will you make a difference in this area of environmental awareness?</p> <p>(Multiple intelligences strategies)</p>

